**K-5 ELA Lesson Plan – Revising Writing**

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| **Teacher:** | | **Grade: 4** | | | **Date(s)**: 6-7 |
| **Unit Title:** Unit 1: Establishing a Community of Good Readers and Writers (RL) | | | **Corresponding Unit Task:**  Students will follow the writing process to create a narrative about themselves and what is important in their lives. | | |
| **Essential Question(s): How do I write narratives to develop a real or imagined experiences using effective technique, correct conventions, descriptive details, and clear sequenced events?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Student narratives**  **Editing bookmarks**  **Simple Sentences for examples**  **Colored pencils**  **Pens**  **Teacher’s rough draft** | | | | **Revise, edit, conventions, punctuation, capitalization, (COPS)** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**. **RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **I Can Statement(s):** I can reread and revise my writing to show coherent event sequences.  **Instructional Plan:**  **Modeled:**   * **Teacher will use the “rough” draft that they have developed the past few days as the text for revising purposes.** * **Teacher will read aloud the beginning paragraph and part of the middle paragraph to the students. Tell students that I am going to reread it again sentence by sentence to see if sentences are sequential and coherent.** * **Think aloud reading sentence by sentence. Do this without the help from the students. Add whatever is necessary to make stronger and more detailed sentences.**   **Shared:**   * **Teacher will continue reading through the end of the paper with students input on corrections that should be made.** * **Students will work as partners to revise their beginning paragraphs. Monitor to make sure they are working on one student’s paper, then the other student’s paper.** * **Allow students to share how they have changed and developed their beginning paragraphs with the class.**   **Independent:**   * **Students will continue working on their own through the remaining paragraphs. Students will refer to the rubric as needed.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive, details, and clear event sequences.  **I Can Statement(s):** I can develop real or imagined experiences by using descriptive details. I can reread and revise my writing to show coherent event sequences.  **Instructional Plan:**  **Modeled:**   * **Teacher will put up a simple sentence- The dog ran. Teacher will think aloud and slowly add details to the sentence to create a more appropriate 4th grade sentence. (You can address the parts of speech as you write if you’d like). Final sentence may look like. The aggressive, brown dog trotted slowly down the street in search for a delicious bone.**   **Shared:**   * **Do the same activity as the modeled, but use a different simple sentence (He laughed) and complete as a whole group accepting ideas from students.**   **Guided:**   * **Students will work with a partner and will be given another simple sentence to complete together. This will be done on chart paper to be displayed as an anchor chart. Teacher will provide different sentences to the partner groups.** * **Share your sentences with the class.**   **I can:** I can reread and revise my writing to show coherent event sequences. (same as reading lesson because it’s integrated)  **Modeled:**   * **Teacher will use the “rough” draft that they have developed the past few days as the text for revising purposes.** * **Teacher will read aloud the beginning paragraph and part of the middle paragraph to the students. Tell students that I am going to reread it again sentence by sentence to see if sentences are sequential and coherent.** * **Think aloud reading sentence by sentence. Do this without the help from the students. Add whatever is necessary to make stronger and more detailed sentences.**   **Shared:**   * **Teacher will continue reading through the end of the paper with students input on corrections that should be made.** * **Students will work as partners to revise their beginning paragraphs. Monitor to make sure they are working on one student’s paper, then the other student’s paper.** * **Allow students to share how they have changed and developed their beginning paragraphs with the class.**   **Independent:**   * **Students will continue working on their own through the remaining paragraphs. Students will refer to rubric when necessary.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: W.4.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **I Can Statement(s):** I can reread and revise my writing to show proper use of conventions.  **Instructional Plan:**  **Modeled:**   * **Review COPS. Explain to students that we have already completed the Organization part of this process.** * **Use teacher’s “rough” draft to focus only on Capitalization, then do same with Punctuation, then Spelling. Do only the beginning paragraph. Discuss why we do each step separately (focusing on all three will be very complicated!)** * **Model using a dictionary for the spelling where necessary.** * **See Shared section now** * **Teacher may choose to use the ending paragraph editing it on the computer. This would allow students to see the squiggly lines under wording and spelling mistakes for this paragraph. Teach students where to go to do spell check, punctuation check, etc.**   **Shared:**   * **Students will help teacher edit and correct the remaining middle and closing paragraphs.**   **Guided:**   * **Students will be given a short text with purposeful mistakes included in it.** * **Group students into threes, assigning C- capitalization to one student, P-punctuation to another, and S-spelling to the final student.** * **Explain that they will focus only on their assigned part and edit the text.** * **Share as a group. Teacher will monitor groups.**   **Independent:**   * **Students will use their own narrative to edit capitalization, punctuation, and finally spelling. Students will need to be reminded to focus only on one thing at a time, not all three. Students will refer to their rubric when necessary.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:SL.4.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.**  **I Can Statement(s): I can effectively engage in a collaborative discussion with the teacher and my peers.**  **Instructional Plan:**  **Guided:**  **The students will engage in a cooperative pairs and engage in meaningful discussions to add to their narratives.**  **The students will engage in a collaborative conversation with the teacher and their peers while revising and editing their narratives.** | | | | |
| **Closing/Summarizing Strategy** | **Day 6: Students will be given a simple sentence in which to add details. Students will use sticky note to write their own sentence on.**  **Day 7: Students will be given a detailed sentence with capitalization, punctuation, and spelling mistakes within it. They will copy the sentence from the board into their journals, then they will correct this sentence.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will work in pairs. They will choose from a range of real or imagined events provided for the teacher to develop a descriptive paragraph without giving it a title. Then they will exchange paragraphs to give them a title.** | | **Students will be provided with a word bank of words they could use to add to their sentences. Another intervention could be to cut out descriptive sentences and students will have to put them back in order.** | | | **Provide pictures of plain things and then allow them to add details on them. Also, students can have a cut out sentence with descriptive words and they will have to put them back in order.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teachers will be able to assess students’ completed revised and edited draft. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*